THE QUESTION OF MOTIVATION OF THE COGNITIVE INTEREST OF STUDENTS OF EUROPEAN COUNTRIES IN FOREIGN LANGUAGE EDUCATION

Abstract. The article deals with questions on the formation and development of the motivation of the cognitive interest of students of European countries in learning foreign languages. The relevance of the research is determined by the social need and the increased interest in the study of foreign languages by the societies of European countries. After all, modern Europe is a common home for many nations and nationalities with a significant cultural heritage and economic achievements, familiarization with which is possible only under the condition of mastering foreign languages. It is noted that the effectiveness of learning foreign languages depends more on the depth of needs and satisfaction. It is important that the level of success in the development of cognitive interest depends on the strength of motivation associated with the growth and improvement of students' knowledge. The key role of motivation in learning foreign languages is noted and it is shown that a powerful means of motivating students to creative activity is the formation of professional competence and competitiveness of future specialists. It is emphasized that the problem of motivation of educational activity is one of the most theoretically developed in pedagogy and at the same time one of the most difficult in practice of the educational process of learning foreign languages. The dependence of students' levels of mastery of a foreign language on the manifestation of their internal and external motivation to learning has been revealed. The analysis of a significant amount of scientific material made it possible to trace the opinion of scientists on the need for the purposeful formation of high motivation for educational activities among students. Scientists note that educational motivation of students' cognitive interest is understood as the driving force of personality development and its
cognitive needs. The role of the teacher in creating the motivation of students' cognitive interest in mastering a foreign language and encouraging them to master the basics of knowledge, who uses own experience and knowledge, own personal qualities to organize a favorable psychological climate, is highlighted.

The importance in the conditions of globalization and the development of international relations is determined, which encourages the creation of a positive motivation of the cognitive interest of European students in learning foreign languages.

Keywords: motivation, incentives, foreign language education, cognitive interest, teachers, students, higher education institution.

Formulation of the problem. In the countries of the European Union, foreign language education is one of the priority components of the professional training of future specialists. European society is aware of the important role of foreign language education in the modern informational and transnational world. Each language is a key that opens the door to something of its own, to something new. Proficiency in foreign languages is not a wonderful skill, but a necessity. Knowledge of foreign languages is the key to success in today's world, where communication in foreign languages and processing huge amounts of information is gaining more and more importance. The problem of motivating students' cognitive interest in learning foreign languages is of wide importance, because a person who knows languages also has better abilities to learn new things, is freer and more confident in communicating with people.

Analysis of recent research and publications. Many works on the relevance of the problem of motivation of students' cognitive interest in foreign language education have been considered and will be considered, both in theoretical and practical research by domestic and foreign scientists. Such scientists as N. Avsheniuk, V. Bakirov, J. Banks, L. Bozhovych, A. Boiko, G. Bredange, V. Woodhall, J. Hartley, J. Herder, S. Giggs, R. Ghosh, M. Day, P. Drobiazko, M. Evans, K. Kalnytska, G. Klaus, A. Kolot, M. Kokhan, H. Kruijf, G. Lopez, O. Liutko, M. McMeniman, A. Markova, A. Maslow, A. Sbruieva, S. Tomlinson, S. Fulton, P. Jacobson, and others emphasized that the motivational process is based on a system of incentives and satisfaction of the needs of the individual, which are formed under the influence of external and internal factors. The educational motivation of students' cognitive interest is understood as the driving force of personality development and its cognitive needs. For students to learn effectively, it is not enough to have abilities, they also need appropriate educational motivation. The determining role of motivation for educational activity is the formation of the principle of motivational support of the educational process. Scientists justify the opinion about the need for purposeful formation of high motivation of students in educational activities. This is also required by the new paradigm of higher education,
which the American scientists R. Barr and J. Tagg call the "learning paradigm". One of the most important components of the learning process, that is, the main task of the teacher, as scientists note, is the right choice of the most optimal methods and tools in accordance with the topic and purpose of the lesson, the content of the educational material, individual characteristics and the level of training of students, which causes the most positive motivation: it forms cognitive interests, stimulates duty and responsibility in students. However, pedagogical activity shows that it is not easy to manage the development of students' educational motivations, especially in a period of significant social transformations, when traditional factors change and new factors appear that affect the educational sphere and student behavior. In the educational process, it is necessary to take into account the educational motivation of students. This requires appropriate scientific research on this issue.

The purpose of the article is to consider the specifics of motivating the cognitive interest of modern European youth in the holistic process of learning foreign languages.

Presentation of the main material. The intensification of the learning of foreign languages in the countries of the European Union is due to a number of objective economic and socio-political reasons. Firstly, this is required by the integration processes that lead to the creation of a common labor market. Another important reason is the close relationship between European cultures, the need to foster tolerance and mutual respect between different nations and nationalities, which is a necessary condition for the prosperity of the European community [1, p. 73].

The Council of Europe and the European Union are making maximum efforts to optimize the situation of learning foreign languages in European countries. So, back in 1995, the European Commission (the executive body of the European Union) adopted the document "White Paper "Teaching and learning: towards a learning society", which calls for the creation of conditions for the mastery of at least three European languages by every citizen of the European Union: native and two foreign languages. For this purpose, the implementation of the SOCRATES European educational program has begun. Its components are the following areas of education:

LINGUA – teaching and learning languages (projects, seminars and publications to increase the motivation of the cognitive interest of citizens in learning foreign languages, expanding opportunities for learning); international projects with the aim of developing new technologies and language training and testing and popularization of the most effective methods;

COMENIUS – school education: school exchanges; grants for teacher training in the country of the language they teach or will teach in the future; international projects for the development of didactic materials and courses for students and teachers;

ERASMUS – higher education: providing students with the opportunity for a training (from 3 to 12 months) in a higher education institution abroad; creating conditions for a student to learn a foreign language at home;
GRUNDTWIG – adult education: to encourage the adult population to learn foreign languages, international projects, computer networks and grant funding are actively used;

The LEONARDO DA VINCI program is aimed at mastering a foreign language at a professional level and promotes the implementation of international projects on the development of didactic materials and methods for learning foreign languages by representatives of certain professions [1, p. 74].

At the initiative of Austria and the Netherlands and thanks to the special support of France, eight member states founded the European Center for Modern Languages in Graz (Austria). Currently, more than 28 countries are members of this Center. During its operation, the Center developed a European platform for teaching foreign languages, became a meeting place for experts in this field, and published a lot of relevant literature. The Modern Languages Division in Strasbourg (France) acts as a co-coordinator of language events in the member states of the Council of Europe, which fruitfully cooperates with linguistic specialists from all European countries. The language policy of the Council of Europe provides the formation of communication skills in different languages for every European, as this opens up opportunities for personal mobility, employment, education and broad access to information [1, p. 74].

European countries, taking into account the recommendations of the Council of Europe and the requirements of real life, are actively considering issues related to teaching foreign languages at the primary level. In most countries of the European Union, foreign language teaching begins at the age of 6-9. Although not in all countries a foreign language is included in the mandatory list of subjects for study in primary school. Austria, for example, belongs to countries with compulsory foreign language status in primary school. Starting from the 2003 academic year, all students have been studying a foreign language from the age of 6, that is, from the first year of study at a comprehensive school [2, p. 16].

In Luxembourg, pupils continue the compulsory study their first foreign language from the age of 6. In Italy, a foreign language is studied in primary school from the age of 8. From the age of 9, compulsory study of a foreign language has been introduced in Norway, the Czech Republic, from the age of 10 – in the Netherlands, Scotland, and Portugal. Sweden approaches the definition of the start of foreign language learning more flexibly, foreign language teaching begins in the 1st grade. The second foreign language is introduced in the 6th grade. And from the 8th grade, pupils start learning a third foreign language. A similar situation has developed in Finland. Many countries introduce the study of a foreign language in primary school on the basis of pilot projects or electives. In Germany, there is a tendency towards early learning of a foreign language. In Spain, after the country’s accession to the European Union, a number of activities were taken to introduce common European characteristics to the national education system [2, p. 53, 151, 61].
Mandatory inclusion of the subject "Foreign language" in the permanent part of the curricula corresponds to the Recommendation of the Council of Europe. A foreign language is included in the basic component of the content of education in all European Union countries, except for Ireland (optional subject). And in such countries as: Belgium, Greece, Denmark, Luxembourg, the Netherlands, Norway, Finland, Sweden, three foreign languages are included in the learning process. In the educational institutions of the European Union countries, the number of hours for teaching a foreign language is increasing. This allows to ensure a high level of practical mastery of it [2, p. 61].

The success of an individual in any activity depends on his abilities and his desire to achieve high results, that is, on the achievement motivation. Specifically, the nature of achievement motivation, the components that characterize it, indicate that it effectively affects the formation of personality and is therefore an important means of achieving goals [3, p. 314].

In the sociological and ethical literature, it is customary to distinguish three main functions of motivating human behavior. Specifically, the term "motivation" is interpreted as a psychological concept. But it is necessary to remember that motivation acts, firstly, as the basis of an act of activity, secondly, as a justification of an already performed act, thirdly, as a means of fixing and accumulating moral experience by an individual. That is, motivation is the choice of a method of action directly related to a specific action. Taking into account the statements of psychologists, we come to the conclusion that in pedagogical practice there are situations when an act becomes a choice of motive for action [4, p. 94].

Five interrelated groups of learning motives are defined in pedagogy. These include: social – require teachers to ensure that students are aware of the social and personal significance of education; communicative – involve the formation of students' attitudes to learning under the influence of parents, teachers, and friends; cognitive - are considered in pedagogy as encouraging students to develop a constant desire for knowledge (interest in learning has several stages: the first is curiosity; the second is inquisitiveness; the third is theoretical interest in the subject, which is characterized not only by the creation of a problem situation, but also by the desire to understand it independently); motives of responsibility - are considered as one of the most general qualities, the result of the integration of all mental functions of the individual and the subjective perception of the surrounding world, evaluation of one's own sensory resources, emotional attitude to duty, which cause a sense of responsibility to parents, friends, teachers; perspective motives - related to establishing a distant and near goal of education, defining the role of education, searching for an answer to the question "who to be"; teachers should always set a close goal, which provides students with a methodology of mastering difficult-to-reach topics of educational material, deepening their knowledge through self-education, optional classes, etc. [4, p. 95].
Motivational work is mainly carried out in two directions: educational and cognitive. Therefore, the group of methods of stimulating and motivating learning can be conditionally divided into two large subgroups: methods of forming students' cognitive interests, which are the prerogative and duty of creative groups of teachers; methods aimed at forming a sense of duty and responsibility in teaching, which is the direct task of teachers [4, p. 95].

Motivation should not be considered as a short-term activity factor that can be discarded after achieving the goal. It is about the fact that the sense of duty is stable and fixed in a person's character as a constant desire for activity, so that it becomes a feature of a person and affects the course of his life even when the stimulating factors cease to act [5, p. 85].

External and internal motivations of students' cognitive interest are well-known types of motivation. External motivation is when students are motivated from the outside, participate in the learning process of motivation for recognition, receiving praise, and have little interest in self-development. Such students need encouragement, otherwise they will be convinced that they lack the ability to learn a foreign language. Internal motivation – students themselves determine the goals they want to achieve in learning foreign languages. Students develop interest in learning and self-development. Students consider the feeling of self-worth, increased self-esteem, satisfaction from the fact that they are moving in the right direction to achieve the goal they have set for themselves as the best reward. Such students achieve success in learning due to an internal interest in acquiring new knowledge, the desire to achieve their goals, etc. Motivation is the goals that a person sets for himself, and motives are what he really wants to do and what encourages him to act. Motivation may decrease over time, but motives are always there. Thus, in the system of educational motives of students' cognitive interest, there are both internal motives of educational activity and motives that are external to educational activity. One of the main tasks of teaching in higher educational institutions is to increase the specific weight of internal motivation in the structure of students' motives, which is meaningfully close to educational activity [6, p. 319].

A foreign language as a specific subject requires long-term, systematic and persistent study. In this case, effective learning of a foreign language is impossible without sustained motivation. After all, studying it requires great effort, diligence and time investment from students. It is the teacher, using an individual approach, should take into account the motives and needs of students and stimulate them at each educational stage. The motivation of students' cognitive interest depends on the methods and tools used by teachers in the teaching methodology. The effective use of information and communication technologies allows to increase the level of learning motivation by facilitating learning, raising the level of interest and motivation to learn a foreign language.
Students of the faculties of foreign languages are offered to master the general linguistic theoretical base, which includes knowledge about language: language as a social phenomenon, its connection with thinking, culture and social development of the people; the origin and development of language, the ratio of linguistic and extralinguistic factors in the formation of speech; the language system, its levels, the connection of language subsystems, the main units of language and speech (in comparison with the native language); modern trends in linguistic science, communicative, functional, sociolinguistic, linguistic and regional trends in language learning and their significance for the practice of foreign language teaching in European higher education institutions [7, p. 90].

Such modern methods as cooperative, distance learning, project methodology using new information (computer) technologies and Internet resources provide an individual approach to the abilities and capabilities of students, interest in motivating cognitive interest for a certain level of foreign language proficiency. One of the modern methods is electronic presentations in foreign language classes, which ensure the activation of students' interest and motivation and are a promising direction in the methodology of teaching foreign languages [8, p. 117].

A teacher is a multifaceted personality, and his values are revealed in each specific case. The teacher gives students not only knowledge, but also awakens the need for knowledge and cognition by developing their cognitive interest. The most important requirements for the personality of a foreign language teacher are the ability for creativity, professional mobility, constant self-development and self-improvement, which are aimed not only at the development of one's foreign language communicative competence, but also at using modern technologies and the implementation of the process of teaching a foreign language with innovative educational programs and new technical means. The main features of the professional activity of a foreign language teacher require: professional quality, linguistic knowledge about language as a social phenomenon, about its connection with thinking, culture, about systems and different languages; knowledge of world culture; deep knowledge of the culture of one's own people and the culture of the people of the country whose language is being taught; orientation to pedagogical activity; strong scientific potential, etc. [9, p. 114, 115].

The teacher's professionalism is quite often a motivating mechanism in students' learning of a foreign language. It involves a high level of knowledge of one's discipline, a psychological focus on pedagogical activity, a perfect mastery of pedagogical technologies, the ability to identify and effectively use the abilities and individual characteristics of students. In addition to the functions of a teacher, pedagogical abilities are of great importance for the effectiveness of pedagogical activity. Abilities are the individual characteristics of a teacher, on which the nature and quality of knowledge, skills, experience being formed, as well as the success of a particular pedagogical activity depends. It should be emphasized the role of the
teacher's professional and pedagogical qualities, which contribute to increasing the motivation of students' cognitive interest in learning a foreign language and the presence of which provides optimal opportunities for organizing the quality of the educational process. Among them are general and pedagogical erudition, pedagogical thinking, observation, wit and flexibility of thinking, reflection, and pedagogical prediction. Only conscious independent work, guided by a teacher, gives positive consequences and the possibility of developing independence, high self-organization, and a creative approach. Independent work not only fruitfully uses the available motivational mechanisms, but is also one of the most effective of them, significantly expands the motivational sphere of students and encourages and directs their cognitive interest in mastering a foreign language [10, p. 135, 138].

Technologies – multimedia, interactive, integrated today are the most effective for ensuring the motivation of students' cognitive interest during lessons. The study and practical application of innovative methodological approaches provide an opportunity for teachers to introduce and improve new methods of work, to increase the efficiency of the educational process and the level of knowledge of students. The introduction of innovative technologies significantly improves the quality of the presentation of the educational process and the efficiency of its assimilation by students, enriches the content of the educational process, increases motivation to learn a foreign language, and creates conditions for closer cooperation between teachers and students [11, p. 168].

Motivation characterizes the psychological state, the internal psychophysiological mechanism of an individual, such as: natural properties of the nervous system, self-concept, worldview, inner mood, work capacity, temperament, emotions, aspirations, desires, interests, needs, upbringing, etc. The formation of special skills to independently carry out the personal and intellectual development of students of foreign language faculties is carried out by reflection, which is one of the factors that forms the motivation of cognitive interest. Reflection – self-analysis and understanding of students' activities. Reflective thinking contributes to awareness of the value and significance of one's own activity, activation of the process of self-evaluation of students, increased motivation for learning, more effective development of intellectual skills. That is, the motivation and development of students' cognitive interest is influenced by the level of awareness of one's own activities and understanding of the need to learn a foreign language.

The essence of cognitive interest is that its object is the process of cognition itself, characterized by the desire of students to penetrate into the essence of learning, by learning the theoretical and scientific foundations of certain fields of knowledge, by the desire for constant in-depth study of it. Characteristic features of cognitive interest are dynamism, progressive movement, transition from phenomenon to essence, establishment of deep connections, mastering of its regularities. The named signs of the manifestation of cognitive interest are formed and revealed gradually.
Causes of interest can be nature, a certain type of activity, a socio-historical phenomenon, as well as a person with whom students are connected. In the basis of cognitive interest, the most important element is volitional effort, which K. Ushinsky drew attention to. The most characteristic volitional manifestations of cognitive interest are the search initiative, self-education, posing and solving problems. The center of cognitive interest is thinking. The peculiarity of cognitive interest is the individual's desire to delve into the essence of the knowable. From that point of view, cognitive interest is a possible motive for learning, which is the basis of a positive attitude of students to higher education institutions, to knowledge that causes positive experiences from mental work with a constant desire to delve into the study of one or more foreign languages. An important feature of students' cognitive interest is the presence of cognitive tasks that require active, searching or creative activity from individuals. The motivation of cognitive interest in learning foreign languages can become permanent if students persistently and systematically engage in a certain type of learning. But motivation does not always and does not necessarily turn into a habit. The value of its development lies in the fact that cognitive activity activates the mental processes of an individual, gives him deep intellectual satisfaction, and promotes emotional rise. Cognitive interest includes a number of points important for learning and development: unity of objective and subjective aspects of cognitive activity (all interesting phenomena of the surrounding world, embodied in knowledge, are expressed in the cognitive process only when they have objective significance for students); the regularity of the external and internal passing, which is the essence of developmental education, is most noticeably manifested. It is cognitive interest that is a kind of litmus test that allows you to check and feel the impact of all the means used in the educational process, evaluate students; all important processes are presented in organic unity: intellectual, emotional, volitional. In cognitive interest, under its influence, cognitive activity and mental processes underlying it are activated: perception, attention, memory, imagination; activity becomes more productive.

An important factor in the education of students in a positive attitude to learning a foreign language, as well as intensifying their learning interests, is their emotional sphere. According to many scientists and teachers, in particular V. Sukhomlynsky, knowledge becomes effective if a person, acquiring it, feels and experiences the joy of spiritual enrichment. Therefore, teachers in the process of teaching foreign languages should possess the following professional and psychological skills: to identify individual and psychological characteristics of students, necessary for successful mastery of a foreign language; to carry out diagnostics of the development (level and prospects) of the individual; to develop psychological characteristics of students; to conduct a psychological and pedagogical analysis of foreign language classes and the educational process; to identify the features of interpersonal relations, their structure, the state of the
psychological microclimate, to study the individual psychological characteristics of students and the formation of their motivation of cognitive interest.

The experience of the best teachers and special studies show that the ways of educating students' feelings are very different. A big role in this is played by the personality of the teacher himself, his cheerful tone, tact, knowledge of the educational material, the ability to present it to students, to direct them to self-education. Of great importance is the emotional richness of the content of the educational material, the use of various technical means, the presentation of vivid facts confirming the significance of certain phenomena, events, discoveries in various fields of human knowledge, laws and patterns of the development of nature and society. It is claimed that one of the methods of increasing motivation and interest in learning is role-playing games, and it is noted that game processes during learning are an important means of increasing interest in learning and increasing the level of motivation, which involves attracting students to activities, accumulating cognitive experience during solving game tasks. Role-playing games are aimed at activating the motivation mechanism, which increases the effectiveness of teaching foreign communication [12].

Conducting games during the lesson is a stimulating factor for the development of the motivation of cognitive interest. After all, this type of activity allows students to learn to speak a foreign language. For some students, game situations allow them to overcome shyness and open up in communication. Interactive teaching methods contribute to the optimization of the educational process and activate the mechanisms of motivation of cognitive interest [13, p. 145].

That is, cognitive interest can be defined as an exclusive orientation of the individual, aimed at knowledge, its objective meaning and the process of mastering quality knowledge. According to V. Bondar, in a narrower sense, it is the orientation of the individual to mastering the complex of knowledge taught in higher education [14, p. 23].

Of course, the quality of education depends on the motivation of students and teaching staff. Teachers should have a responsible social status. The European Higher Education Area, in accordance with the global perspectives of the 21st century, is based on quality knowledge. Modern relationships in higher education institutions require a rethinking of the old and the application of new motivational mechanisms on the way to improving the interaction between the main subjects of the educational process (students, teachers). How to build a system of relationships to ensure effective assimilation of knowledge by students? What motivates students the most? Scores, exams, parents, interesting and practical material, charismatic personality of the teacher. You can list a lot, but the first thing that motivates students’ cognitive interest in learning a foreign language is the teacher’s diligence, professionalism and care. Student motivation requires at least one basic aspect of a teacher: being a good teacher. To be a good teacher, you need to master such skills
as: mastery of high-quality methodologies of teaching a foreign language; application and combination of various methods and forms; the ability to present authentic material of the language being taught; find the right motivation, inspire and interest students. If these things are given less attention, students lose their motivation to study, because the quality of knowledge determines the academic level of the specialists they received at the higher education institution, and the acquired qualification establishes the rating of the applicant for employment [15, p. 126, 166].

The European Union promotes the development of quality knowledge by encouraging cooperation between EU member states, supporting and complementing responsibility for the content of education and the organization of educational systems, cultural and linguistic diversity. Achieving high quality education is the main goal of all educational institutions. The European educational space will focus on quality knowledge, that is, quality determines the academic level of a specialist, which he received at a higher education institution, and the acquired quality qualification establishes his rating and provides the opportunity for competitive employment. Improving the quality of education is one of the priorities of the educational policy of the European Union countries and an important element of the reform of professional orientation.

The expansion of the educational space of the European Union countries, changes in European society require the need for communication between people of different nationalities. Since the educational process takes place against the background of communication, the most important aspect of the professional competence of European teachers is foreign language communicative competence. Foreign language communicative competence helps to implement practical communication skills with representatives of other cultures.

Each person is an individual. It is guided not only and not so much by the desire to satisfy primary needs (physiological, etc.), but by efforts to satisfy needs of a higher order. A person feels the need to realize his potential, to assert himself. According to many researchers, the motivation of cognitive interest is based on the process of satisfying needs. With this in mind, needs can be considered as reasons for behavior that not only encourage action, but also affect the system of values, beliefs, and worldview of an individual.

One of the main elements of the educational policy of the European Union countries is the study of foreign languages, the gaining of knowledge about other countries, transnational cooperation between individual education systems. Respect for cultural and ethnic identity, promoting the development of public consciousness based on values. European higher education is as a central element of innovation, job creation, employability and plays an important role in the reproduction and preservation of the traditions of the multicultural world of Europe, the renewal of social and economic values.

The world begins to gravitate toward a common concept of language. Today, the Council of Europe and the European Union pay attention to the importance of
learning foreign languages. Today, no one doubts the level of language proficiency that the whole of Europe is aiming for, the importance of communicative competence and its components, the role of language in the life of societies. The language is now considered not only as a means of communication among themselves, but also with representatives of other cultures, so it is important to know not only the language, but also the culture and traditions of a particular country. Knowledge of a foreign language is a priority task not only for pupils, students, teachers, but also for politicians and officials, doctors and scientists, entrepreneurs and travelers – everyone who considers himself an educated person. It is worth paying attention to learning the language as a means of communication and achieving the goal. Knowledge of languages is a necessity in modern society. Language is a means of entering the European Union, as the mobility of students and teachers is ensured by knowledge of the language. Communication with a native speaker is necessary for successful foreign language learning. The best way to learn foreign languages is to attend classes conducted by highly qualified teachers and native speakers of foreign languages. Mastery of foreign languages opens up wide opportunities for international cooperation, increases the intellectual level of a person, allows distance learning in various institutions of higher education around the world [16].

Today, the social needs, interests and values of young people are changing. Young people come to university with different intentions. But the most common motives for young people to enter the university are the desire to become a highly qualified specialist, a financially secure person. Although at the level of an individual, these motives do not always coincide. Higher education institutions have become diverse not only in areas of professional training, but also in the forms and quality of educational services, so the process of choosing an educational institution and future specialty is becoming more and more pragmatic.

Conclusions. Foreign language education is based on the study of the theory of languages, the theory and methodology of teaching languages and cultures, translation, the theory of intercultural communication, linguistic components of electronic information systems, foreign languages and the culture of the languages being studied. Increasing the status of foreign language education, requirements put forward by societies for the level of foreign language mastering for professional mobility and competitiveness in the labor market, actualize the need to generalize the accumulated both domestic and European experience.

Teachers of foreign languages should promote in students a sense of confidence in their abilities and a desire for self-realization and self-actualization, setting such goals that optimize motivational cognitive interests in learning a foreign language. The motivation of cognitive interest is a necessary condition that determines the productivity of educational activities and is an important component for successful foreign language learning by students. Motivation is a system of stable
motives that involves active educational and cognitive activity of students. Teachers and students should clearly understand both the purpose and the meaning of the motivation of cognitive interest. The main purpose of motivation is to stimulate and promote educational activities, to encourage students to learn foreign languages.

Today, motivation is considered as a factor contributing to the effectiveness of various methods and approaches to learning, so there is a need to systematize and consider comparative empirical studies on the motivation of students' cognitive interest. Further research on this issue requires focusing on the role of the development of students' motivation during foreign language learning.

References:


